

SENIOR PATHWAYS

Career Development: Quality of Provision in NSW Schools

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INTRODUCTORY COMMENTS

Unlocking the Potential! A Student Futures Conference



SOME PERSPECTIVES

- NSW Auditor-General re Impact of RSLA
- NSW Govt – Public Accounts Committee
- Pratley Review
- Peak bodies
- Parents
- NSW LC Inquiry into VET in NSW



DEFINING Q?



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'THE 'Q' WORD

- Your perspectives?
 - Language?
 - What has been written?
-
- Engaging UoM – 2 stage project
-
- *Career development: Defining and measuring quality @*
<https://www.det.nsw.edu.au/vetinschools/about/reports.html>



UoM| SOME LENSES

- Q as exceptional
- Q as conforming
- Q as fitness for purpose
- Q as 'value for money'
- Q as transformative

Like to know more? See page 10 of the UoM report

@ <https://www.det.nsw.edu.au/vetinschools/about/reports.html>



UOM| GOOD PRACTICE @ SYSTEM LEVEL

- 7 indicators including:
 - Differentiated provision
 - Visible entry points and multiple options
 - Commences early
 - Monitoring
 - Supported by delivery frameworks and quality standards.

INDICATORS OF GOOD PRACTICE AT THE SCHOOL LEVEL?



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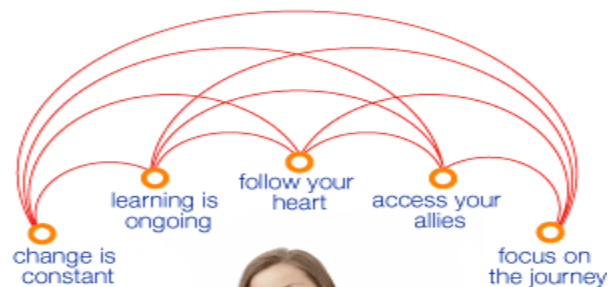
UOM | GOOD PRACTICE INDICATORS-SCHOOL LEVEL

Content Delivery Resourcing Oversight

Like to know the 26 indicators?
See page 14 of the UoM report @
<https://www.det.nsw.edu.au/vetinschools/about/reports.html>



REFLECTIONS?



UOM | POTENTIAL LONG -TERM IMPACTS OF QUALITY CD PROVISION

- Student agency
- Student engagement
- Student well-being
- Prepared for the future, and coping with change
- Careers guidance embedded
- Employers proactively engaged

Refer to *NFER (2014)*, p4

UOM | STAGE 2

- Purpose of the project
- Key elements of the research
- Validity of research
- Careers Reference Group
- Products

UOM | SOME UOM SURVEY FINDINGS

- Range of activities
- Level of satisfaction with access, advice
- Impartiality, best interests
- Commitment from the top
- Physical resources
- Qualifications
- Translating thinking into career plans, goals and pathways

STUDENT PERCEPTIONS ON ADEQUACY OF THEIR CDK

I know enough about:	Agree
	%
What courses I could do and how to get into them	62
What traineeships or apprenticeships I could do and how to get into them	32
What jobs I could do when I leave school and the skills I would need	64
What to do if I were interested in starting a small business	27
What funding I could get to help me study further (e.g. Youth Allowance/scholarships)	41
How to put my career ideas into action	50

UOM | WHAT STUDENTS SAY THEY FIND USEFUL

Having a work experience placement**	834	59
Attending a careers expo****	723	51
Having classroom lessons on careers*	590	42
Going on an organized visit to a university*****	587	42
Exploring career websites*	481	34
Preparing or updating your resumé**	384	27
Reading information about different types of study or work*	377	27
Attending an information session about post-school study**	375	27
Having an individual career interview*	290	21
Having a mentor	286	20
E-mails from the school about careers*****	277	20
Listening to a talk from a visiting speaker about what their work involves*	261	19
Taking part in group discussions about careers**	245	17
Going on an organized visit to a TAFE or training provider****	229	16
Listening to talks from visiting employers**	228	16
Going on an organised visit to a workplace*	224	16
Visiting the school careers resources centre*	190	13
Participating in a work/career project	156	11
Taking part in a student-run business at the school*****	114	8
Being asked to problem-solve workplace issues in a workplace.	109	8
Volunteered regularly at a community organisation**	95	7

Student assessments of the impartiality of career development provision at their school

Table 10	Agree
	%
The careers advice I receive places a lot of importance on what I want to do	78
Career information concentrates too much on university options.	47
I would be supported to go to another school if that was what I needed to do for my career.	68
I would be supported to do a course outside school if that was what I needed to do for my career.	86
Helping get experience in the workplace is seen as important	89
I am encouraged to think about a wide range of career options	88
Careers advice has my best interests and needs at heart.	82

UOM | THEMES EMERGING FOR PRACTICE

- Start earlier
- Increased focus on labour market information (LMI) and resources
- Increased linkages with small business; being entrepreneurial
- KLA resources
- Post school – Resources & knowing about sources of funding support
- Review/evaluate CD provision – reflect in strategic planning processes
- Student voice eg formal feedback that is actioned.

DISCUSSION

Consider: Evidence for learning:

<http://evidenceforlearning.org.au/the-toolkit/full-toolkit/>

Consider starting small....

PUBLIC SCHOOLS NSW STRATEGIC DIRECTIONS- CREATING FUTURES TOGETHER 2015-2017:

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

STARTING EARLIER

Career-related learning in primary schools?

<https://www.det.nsw.edu.au/vetinschools/schooltowork/teachers/executive.html>

Curriculum options?

Student-led activities, events

....we must explore who we are and what our purpose is, determine what we find meaningful, and understand our strengths and skills in order to truly develop a satisfying career.

Kosine, Steger & Duncan (2008)

LMI

Myfuture <https://myfuture.edu.au/career-insight/how-do-i-find-an-occupation-with-good-job-prospects>

Job Outlook <http://joboutlook.gov.au/>

Skills Service Organisations <https://www.aisc.net.au/content/skills-service-organisations>

Labour Market Information Portal <http://lmip.gov.au/>

SkillsOne <http://www.skillsone.com.au/>

Fed Govt Youth initiatives

<https://www.employment.gov.au/empowering-youth-initiatives#NSW>

Business Insider

<http://www.businessinsider.com.au/these-are-the-hot-jobs-in-2015-for-australia-2014-11>

<http://www.businessinsider.com.au/harvard-robobees-closer-to-pollinating-crops-2014-6>

Other possibilities?

Fast Company, Wired

BECOMING ENTREPRENEURIAL

<http://www.wonnsw.com.au/case-studies-2/>

FYA's \$20 Boss - <http://www.fya.org.au/our-programs/20boss/>

Also:

<http://www.enterpriselearning.nsw.edu.au/>

ERS LogbookOnline — See the enterprise learning section @

https://detwww.det.nsw.edu.au/directorates/vet_schools/logbookonline/enterprise.php



UNLOCKING THEIR POTENTIAL

<https://www.youtube.com/watch?v=YA0g2T7z5ic>

CONSIDER....

“If you focus on the outcomes for the kids, things fall into place.”

Principal



“Broad opportunities in the curriculum are vital, so that there is something for everyone. Get out there and see what’s happening elsewhere, set up teams, and then let them lead it. Develop a clear vision and articulate it, then let people run with it.”

Principal